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IDENTITY-ORIENTED PROGRAM

Isaac Jorgensen

PIM 75

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

May, 2017

Advisor: Peter Simpson

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List of Abbreviations

IOP – Identity-Oriented Program

WCCCSA – Washington State Community College Consortium for Study Abroad

UDL – Universal Design for Learning

ELC – Experiential Learning Cycle

AWD – Abroad With Disabilities

Abstract

This paper demonstrates why identity-oriented community college study abroad programs are more accessible for the diverse student populations that attend these institutions. It does this with a case study, a demographic analysis, and the theoretical support of The Experiential Learning Cycle (ELC) and Universal Design for Learning (UDL). First it proves the lack of diversity within United States study abroad participants. Following this, the paper shows that community colleges house more underserved populations than four-year universities. Additionally, it illustrates the benefits of studying abroad and demographics specific to The Washington State Community College Consortium for Study Abroad (WCCCSA), and public baccalaureate institutions in Washington State. ELC and UDL are then introduced and applied to the Identity-Oriented Program (IOP) goals and objectives, curriculum, and every other aspect of the program. The budget makes clear that the implementation of an IOP does not have to incur additional costs for participants. The paper concludes that the most direct approach to increasing the enrollment of underserved populations within United States study abroad is through universally accessible community college programs that are identity-oriented.

Keywords: accessibility, community colleges, study abroad, Universal Design for Learning, The Experiential Learning Cycle, Washington State, Identity-Oriented Program, underserved, minority, marginalized

Introduction

Identity-Oriented Program (IOP) is designed around a pre-existing study abroad program from The Washington State Community College Consortium for Study Abroad (WCCCSA), located in the Puget Sound. IOP is a two-week, three-credit, and faculty-led program based in Ireland that is designed to be universally accessible and inclusive of underserved populations. It accomplishes this by tying the theoretical support of the Experiential Learning Cycle (ELC) and Universal Design for Learning (UDL) to the concentration of minority students at community colleges. The program goals are to introduce identity studies and develop mindfulness of personal and unfamiliar identities, as well as increase awareness of how necessary, and fiscally feasible, universally accessible programs are.

To complete the practicum phase of my degree with SIT, I interned with Abroad With Disabilities (AWD), from June 2016 – January 2017. AWD is a non-profit with a mission “to empower, facilitate dialogue between, and share resources with people with disabilities so that clients will be able to pursue study, work, volunteer, and/or internship opportunities outside of the United States” (AWD, 2017). As a Program Coordinator for AWD I had a variety of responsibilities but, the most enlightening and challenging was the class I co-facilitated and developed with the founder and president of AWD, Juanita Lillie. It is titled Intro to Universal Design and Assistive Technology in Experiential Learning and we recently finished co-facilitating the second offering of the course. During my involvement with this class I have experienced the cohesive impact an accessibly designed learning environment can have on both participants and facilitators. I have also, through professional interactions in the Puget Sound area and

elsewhere, realized the demand and need within the field of International Education for more inclusively designed programs.

The goal of this paper is to lay out the reasoning behind ELC and UDL, the unique applicability of ELC and UDL to community colleges, and the possible outcomes this could entail for these institutions and their stakeholders. This paper establishes that the most underserved populations in higher education study abroad are overrepresented at community colleges and that the correct implementation of an IOP allows for more inclusive study abroad programs. The chosen case study, WCCCSA, demonstrates that even campuses less representative of the demographic disparities discussed below can still benefit from universally accessible study abroad programs.

Program Context

WCCCSA (pronounced, according to their website, “wick-suh) is “committed to offering a variety of affordable, credit bearing study abroad programs in geographically diverse sites” (WCCCSA, Info: WCCCSA, 2017b). It has served students in the Puget Sound area for over twenty-five years and implements programs that are inclusive of first-time travelers, “emphasize academic and cultural learning, and strive to prepare students for their role in a global society” (WCCCSA, Info: WCCCSA, 2017b). WCCCSA member campuses (18 in total) include: Bellevue, Cascadia, Centralia, Clark, Columbia Basin, Edmonds, Grays Harbor, Green River, North Seattle, Peninsula, Pierce, Shoreline, Skagit Valley, Seattle Central, South Puget Sound, South Seattle, Tacoma, Wenatchee Valley, and Whatcom. “Each college contributes to program development, faculty selection, and student recruitment,” (WCCCSA, Info: WCCCSA, 2017b) pays annual dues of \$1,400, and identifies a

representative coordinator (all of which regularly gather at quarterly meetings) (Representative, 2017).

WCCCSA's website currently advertises six programs, of which, only the Alajuela, Costa Rica program does not take place in Europe. Their Florence and Barcelona programs are both semester long, Spring and Winter, respectively. The Alajuela program is designed to offer five credits of Spanish in one month, the London and Berlin programs do not share this information (WCCCSA, Membership Brochure, 2011; WCCCSA, Info: WCCCSA, 2017). IOP is a two-week, faculty-led program designed for fifteen students in Ireland. The program takes place from March 10 - 29, 2019 with a cost of \$2,374 and credit payload of three; participants will be based out of Bundoran for the first half of the trip and Dublin the second half. Through group projects, personal reflections, community interactions, and site visits that promote reflection, communication, and growth around the topic of identity, participants will be encouraged to increase their awareness of diverse identities and the impact this can have on various aspects of a person's life.

Needs Assessment & Literature Review

Long-term study abroad trends have shown incremental increases in the participation of underserved identities yet the numbers are still far from being equally representative. For example, United States higher education students who identify as Black or African American¹ accounted for 14.5% of those enrolled and only 5.6% of those who studied abroad (NAFSA, 2015). While current trends favor higher

¹ Throughout the paper a variety of terms are used as descriptors for identities. I understand that feelings can range in relation to certain terms and defer to sources cited when possible.

participation of African Americans in study abroad (at the current rate study abroad demographics would be not truly demonstrative until 2055), these are recent trends and, if the existing xenophobic political climate is any indication, these trends are in danger of becoming less dependable and more unstable.²

Varying degrees of disparity are also prevalent among people who identify as Hispanic (enrollment is 16.5%; study abroad is 8.8%), American Indian (enrollment is 0.8%; study abroad is 0.5%), people with disabilities (enrollment is 11%; study abroad is 5.3%), and those who have a low socio-economic status (probability of study abroad participation 31% compared to 85%) (Hoffa & DePaul, 2010, p. 142; MIUSA, 2017; NAFSA, 2015; NAFSA, 2009; United States Census Bureau, 2015). Finally, nearly three in four US students abroad is White or Caucasian even though they represent only 58% of those enrolled in United States higher education (NAFSA, 2015)³.

Past and Present of Community Colleges

IOP is designed for community colleges because the study abroad gaps illustrated above are also represented within their general campus populations. Truman forever altered the future of community colleges when, in 1947, he set them the objective of opening higher education “for little or no tuition, to a diverse group of students, including women & ethnic minorities” (Jurgens, 2010, p. 254; Milliron, 2003, pp. 82-83). His *Higher Education for an American Democracy* dictated the

² 2008-2015 showed a 1.5% increase in the number of African American students. However, 1996-2008 only increased by 0.5% (NAFSA, 2015; NCES, 2017).

³ People who identify as Asian or Pacific Islander, like those who identify as White or Caucasian, are also overrepresented within U.S. study abroad. However, unlike Whites/Caucasians, Asian/Pacific Islander representation in U.S. study abroad programs is still on the rise, moving up from 6.3% in 2005 to 8.1% in 2015, the national population lies at 5.6%.

role community colleges should play: as stimulants for adult education, transistional portals for students going to four-year institutes, and as professional training centers (Eaton, 1994; Zook, 1947). The doctrine Truman housed within CCs has done just this: the AACC (American Association of Community Colleges) reported that, in 2016, over 50% of CC students did not identify as White and 36% were the first generation in their family to attend college (AACC, 2016b). Community colleges now “award more than 800, 000 associate degrees annually” (Jurgens, 2010, p. 257) and certify a majority of some of the nation’s most vital professions: 80% of all first responders (police officers, emergency medical technicians, firefighters, etc.) and 50% of all health-care workers and nurses (Jurgens, 2010, p. 257). In addition to this, more than half of all higher education students attend a community college at some point in their educational career (AACC, 2017).

More than half is also the degree to which some underserved higher education populations are concentrated at community colleges: 62% of Native American students attend community colleges⁴, 57% of Hispanic students, and 52% of African American students (AACC, 2016b). In addition to this, these students are also “more likely to be low-income,” have a disability, and be non-traditional⁵ (AACC, 2016; The National Center for Public Policy and higher education, 2011; American Association of Community Colleges, 2016).⁶ At community colleges (and higher education in

⁴ The Native American percentage is, in part, due to the Tribal Colleges and Universities (TCUs) “which were created to address the unique needs of Native Americans (Jurgens, 2010, p. 255), there are 36 TCUs according to the AACC’s 2016 Fact Sheet.

⁵ This term usually refers to students whose age is above the mean college age in the US, roughly 18 – 22 (NCES, 2017a).

⁶ I could not find data on people who identify as LGBTQ+ in relation to study abroad programs or community colleges.

general), the non-traditional student is now the traditional student (PBS Newshour, 2017). These campuses are a bastion of marginalized populations, representing 45% of the total U.S. undergraduate population, which is why it is so alarming that, of the 2% of higher education students that do study abroad, only a diminutive 2% of those come from community colleges (Zhang, 2011).

Community colleges are “closely associated with the ideals of American democracy [and should help] more underserved students achieve success” (Dassance, 2011, p. 39), yet the opposite is happening. Tuition and student loans have dramatically increased in the past two decades while median family income has remained relatively flat (in Washington State, tuition at community colleges increased over 40% from 1999 – 2009 while median income slightly decreased) (The National Center for Public Policy and Higher Education, 2011). Additionally, recent trends show more students are attending four-year institutions (which have had roughly the same percentage increase in tuition as Washington State community colleges) and less are going to community colleges (a 9.6% decrease since 2013) (AACC, 2017c). So, not only are some populations underrepresented within study abroad programs, but the institutions they most attend are becoming less financially accessible.

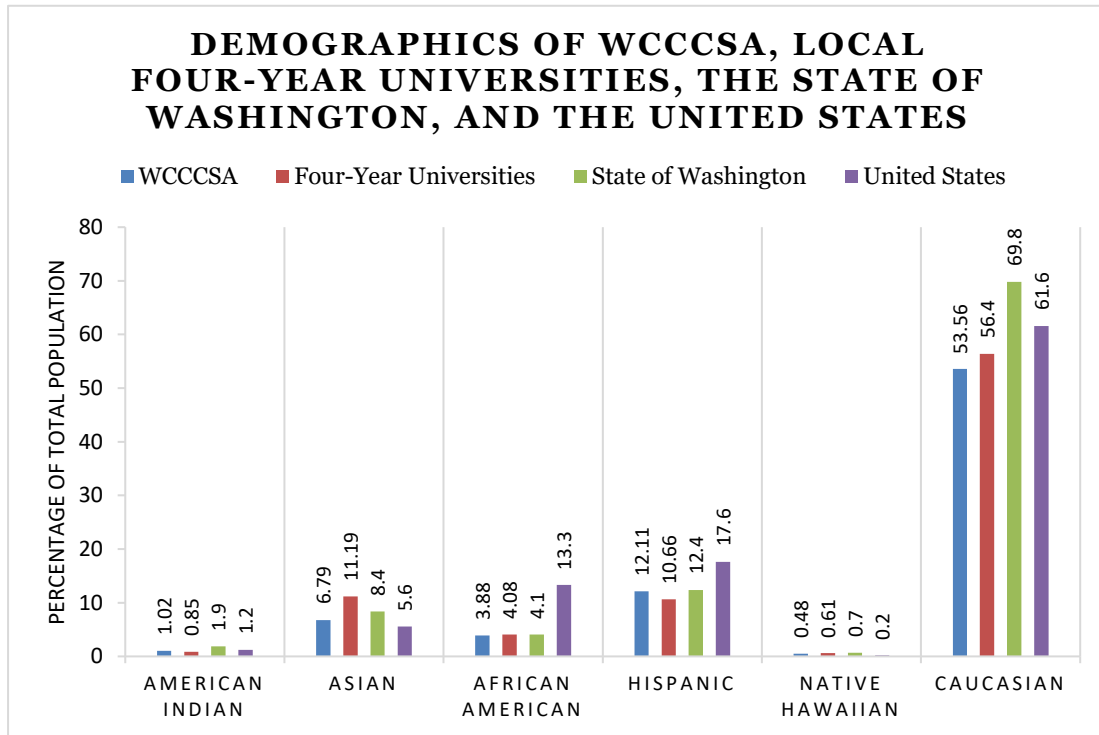
On top of the fundamental questions regarding equality and institutionalized discrimination that these statistics bring up, there is an explicit educational loss as study after study shows the benefits of experiences abroad (Klut, Salisbury, Tumanut, & Twombly, 2012). A national survey stated that students had “a developmental change in academic, athletic, and interpersonal competence as well as the ability to respect and communicate with persons of different cultural backgrounds as a result of

studying abroad” (Campbell & Drexler, 2011). Study abroad programs have also been shown to stimulate students with a greater sense of self and the skills and knowledge needed to be part of the increasingly international globe (Bellamy & Weinberg, 2006; Zhang, 2011). Study abroad participation is also positively correlated to higher academic outcomes amongst community college students, including GPA, completion rates, and transfer rates to four-year universities (Raby, Rhodes, & Biscarra, 2013). However, “most research to date has primarily centered on White, middleclass, female students at four-year institutions, perhaps, due in part to the fact that this population is overrepresented in the US study abroad” (Willis, 2016). Not only are there underserved identities in study abroad programs but the problem is so deep that even the positive correlative data is unrepresentative. Study after study may show the benefits of studying abroad, but the fact that this data is unrepresentative of certain minority populations illustrates a clear need in the field of International Education. Community college study abroad programs are a direct approach to this need.

WCCCSA Demographics and Potential Participants

Potential IOP participants are any who attend WCCCSA campuses, though emphasis will be placed on populations underserved within study abroad (see Marketing and Recruitment). WCCCSA’s demographics are expressive of the last few decades of internationalization that has taken place in Washington community colleges as the state has been pushed on by “international trade and increased student diversity” (Sipe, 2016). The following chart reinforces the discrepancies discussed in the previous section, though with Washington-specific dissimilarities. National census data is used as benchmarks for Washington State and US demographics, the community college data is

the sum averages of all 18 WCCCSA campuses, and the four-year university data represents the nine public baccalaureate institutions of Washington State.



(United States Census Bureau, 2015; NCES, Search for Schools and Colleges, 2017)

One of the vital points of this data is the higher degree of Caucasians in Washington State compared with the national average. Even though nearly 70% of the state’s population identifies as Caucasian, only 53.56% of CC students (and 56.4% of four-year universities) identify as so. Though WCCCSA campuses serve more Hispanic students (about 1.5% more) than the four-year universities, the other three underserved populations are relatively the same (within 0.2% percent of each other). According to this data, roughly half of the potential IOP participants should identify as Caucasian. While Washington and its institutions are not precisely representative of the disparities presented in the previous section, even slight disparities can be representative of many lives, especially when there are over 100,00 more students at

Washington State CCs than four-year universities (Washington Higher Education Coordinating Board, 2012).

An important note to make is the abundant number of WCCCSA respondents who stated they were “non-resident alien.” Because IOP is focused on underserved US higher education populations this skews the number of potential IOP participants. In fact, three of the five Washington schools with the highest number of foreign students are in the consortium (Seattle Central, Green River, and Edmonds) (Institute of International Education, 2017b). Including non-resident alien demographics warps the data for potential IOP participants because it is designed for underserved domestic higher education students. For example, when you look at the Seattle Central College’s undergraduate population of 6, 574 you should minus the 21.3% (1, 400) who identify as non-resident alien so that the actual number of eligible study abroad students is actually 5, 174. Subtracting those students would change the original 9% (592) of 6, 574 who identified as African-American into 11.4% of the schools potential IOP participants.⁷ Not all schools had the same degree of non-resident alien students but there is a definite trend that lessened the overall representation of domestic minority identities.

Theoretical Foundations

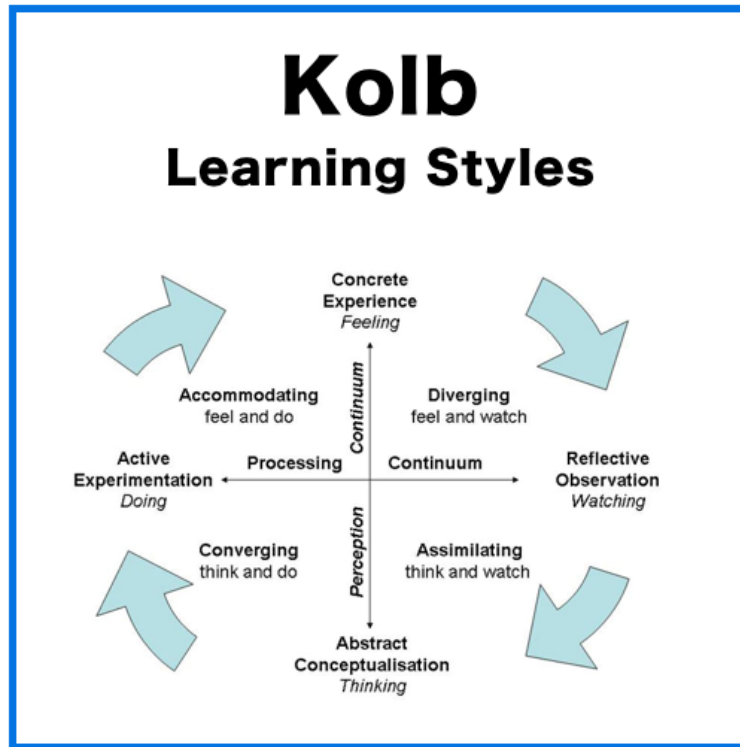
As the needs assessment demonstrates, the target population (Puget Sound area community colleges) is diverse and representative of many unique identities. This paper contends that a program suited to these students is one which draws from

⁷ All decimal numbers were rounded up to represent whole persons.

the Experiential Learning Cycle (ELC) and Universal Design for Learning (UDL). Details on the theories and their applicability to this program are explained below.

The Experiential Learning Cycle

David Kolb's ELC is built around the experiences that students bring with them to the classroom. Because of this it is well-tuned for adult learners who, with their additional years, are more likely to bring more, and more diverse, experiences with them to the classroom (populations at community colleges are mostly adult, the median age is 24 and 49% are 22-39) (AACC, 2016b). According to Kolb there are four main modes of learning, Concrete Experience – feeling (CE), Reflective Observation – watching (RO), Abstract Conceptualization – thinking (AC), and Active Experimentation – doing (AE). The next main principles of Kolb's build on these modes of learning with four learning styles which are placed in between the four modes of learning. He identifies these four styles as Divergers (who are inclined to feel and watch), Assimilators (who are inclined to think and watch), Convergers (who are inclined to think and do), and Accommodators (who are inclined to feel and do) (Kolb, 1983).



(McLeod, 2013)

While a learner may begin at any point in the cycle, shown above, a successfully facilitated learning environment will allow the participants to complete the entire cycle. Not only does this push each individual to grapple with the lesson from multiple perspectives, but it creates an environment where no single manner of learning takes precedence. Typical examples of activities for each learning style follow: Diverger – discussions, games, icebreakers; Assimilator – lectures, journaling, PowerPoints; Converger – essays, private research, tests; and Accommodator – group projects, speeches, games. So, even if there were a lesson were a few students have to push themselves to learn from, for example, an icebreaker, there will be students whom that activity appeals to and vice versa with other activities which will follow. It should be noted that the above activities are not situated firmly in the sections I placed them in, with proper facilitation, activities can be molded to fit the desired learning experience.

Kolb's ELC was built to reach every participant's preferred method of learning as well as push participants to explore the learning styles they do not prefer (Kolb, 1983). These key aspects of ELC allows participants to learn the subject material while also offering them an opportunity to learn about themselves. Not only does ELC accomplish this through the exploration of other learning styles, but in how its' structure allows participants to tie their own experiences to the lesson and discuss and reflect on them with other participants. This means that an ELC experience in a diverse group could impact how participants interpret other cultures, peoples, and identities. If the facilitator of these experiences can keep this in mind, and is competent, there is an opportunity to transform participant interpretations of other cultures, peoples, and identities. ELC, if applied to a study abroad program, could strengthen the same results shown earlier in the 'Past and Present of Community College' section (pages 6-7).

ELC, if implemented correctly in a community college setting, will allow each student (which, as shown earlier, means a diverse student body) to access the lesson or experience no matter their identity. Not only does this make the classroom and lessons more inclusive but, "for marginalized groups, personal characteristics such as race, gender, and ethnicity can affect the predisposition of participants to seek particular experiences (e.g., jobs, relationships, travel)" (Zamani-Gallaher, Leon, & Lang, *Study Abroad as Self-Authorship: Globalization and Reconceptualizing College and Career Readiness*, 2016). Which is to say, if a student who already faces additional barriers and experience-seeking hurdles encounters an accessible classroom where their identity is not preventing but reinforcing their learning – it could push them to encounter other experiences they previously thought to be exclusive. ELC is designed to be accommodating for adults no matter their identity but it is distinctively effective in the

community college setting because of how it validates the experiences students bring into the classroom, how it ties lessons to these experiences, and how it treats a plurality of identities as a boon rather than a wall to scale. UDL, if implemented in conjunction with ELC, catalyzes the classroom experience to be even more accessible and empowering for underserved populations.

Universal Design for Learning

UDL was developed by Dr. David Rose at CAST (Center for Applied Special Technology) as a neuroscience based framework (National Center on UDL, 2011c). They realized that even though classrooms are full of highly diverse students, the original curriculum is disabled in that it is designed to work exactly the same for every student, the “illusory average student” (National Center on UDL, 2010; National Center on UDL, 2011). According to Rose, UDL is specifically focused on those students most marginalized by curriculums built for the ‘average’ student, e.g.: students with disabilities, students for whom English is a second language, and students who are ‘gifted’ or ‘talented’ (National Center on UDL, 2010d). UDL is also noted to be supportive in reducing barriers for culturally diverse learners and increasing “learning opportunities,” which help develop proficiencies that are “crucial to success in the twenty-first century” (Chita-Tegmark, Gravel, Serpa, Domings, & Rose, 2012). The diverse and underserved students at community colleges should make UDL a requisite and staple tenant of these institutions.

The three main principles of UDL are Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement. Altogether, encasing a program, classroom, or experience within these principles increases the quality of accessibility for numerous identities.

Each of the three principles enforces the idea of multiple means because it allows the teacher to cast a wider net, so to speak, and ensure that no students are marginalized. Multiple Means of Representation refers to the manner in which information is presented and perceived such as language, expressions, or symbols (National Center for UDL, 2017a). By allowing students the opportunity to access information in the manner most appropriate to them, no single mean of representation is prioritized over the others and no single student should be unable to access information. Multiple Means of Action and Expression refers to the manner in which learners “navigate a learning environment and express what they know” (National Center for UDL, 2017a). If students are allowed to express themselves with multiple forms of action and communication, there will not be discrimination against certain identities who may be more limited or “poorly suited for some types of expression” (National Center for UDL, 2017a). Multiple Means of Engagement refers to the manner in which students are engaged, or “motivated to learn” (National Center for UDL, 2017a). A learning environment which not only engages every student’s interest properly but sustains it and instills self-regulation will allow each student to work in the manner which suits them best. These principles combine in an inclusive trinity that enforces a learning environment where there is no dominant identity and the lesson is tailored to the learners (and not, in effect, forced on them like a square hole on round pegs).

Combination of the Two

ELC and UDL are both fundamentally about recognizing that there is no such thing as an average student, or person for that matter, and that the best way to include everyone in the lesson is to ensure it appeals to everyone. A crucial point about both

ELC and UDL is that neither is perfect and that, even if each lesson, course, or institution is not perfect in design, a more inclusive, though imperfect, design is still a worthy goal. If a lesson is focused on the average student it may be useful for a majority of the students but there will always be students for whom it is not accessible. A lesson designed with both ELC and UDL in mind will be structured to be as encompassing as possible. Further, doing so, will add to the overall learning by including more (and more enthusiastic) participants.⁸

ELC, by definition, pushes participants to not just move through the cycle and experience the lesson in different forms and manners, but to learn in the forms and manners that are less comfortable for them (Kolb, 1983). UDL has the ultimate goal of not only imparting the lesson but transforming the participants into “expert” and “lifelong” learners (National Center for UDL, 2016b). Though UDL and ELC are different in their focus, wording, and design, they both have the same end goal in providing a means to remove potential learning barriers. The combination of ELC and UDL offers a chance to arrange lessons, courses, and programs that can not only overcome differences interpreted as barriers but also capitalize on these differences by transforming them into a core part of how the lesson is imparted. UDL and ELC allows participants to realize that their learning, cultural, ability, lifestyle, and other differences are simply differences that can, and should, be used to catalyze further learning and not be construed as barriers, hurdles, or problems.

Within the course I facilitated with AWD, Universal Design and Assistive Technology in International Education, the participants all differed, and each in ways

⁸ This paper illustrates this by focusing on certain underserved populations but this applies to many identities: LGBTQ+, veterans, single parents, and more.

that were approached by both ELC and UDL. For example, two sections of the course focused on accessibility within electronic documents. We had already instructed the participants on ELC and UDL, which also structured each of the classes we designed, and focused two weeks on the concepts of AltText⁹, headers, accessibility checks, font size and style, hyperlinks, and more. With UDL, AltText becomes an initial and essential part of the inclusive program design by allowing people who are visually impaired to access the images. With ELC AltText becomes another means of reaching different learning styles by allowing participants to access the information in text or image form. UDL and ELC, both effective learning environments on their own, combine into an inclusive and thought-out process where each participative identity is given due consideration and energy.

In UDL the multiple means of representation, action and expression, and engagement ensure that every person and their unique identities are a crucial part of the lesson. In ELC the cyclical approach, enforcement of the varying learning styles, and inclusion of personal experiences, ensures that each person is able to access the lesson in their most preferred way. What these approaches do is not simply ensure participants' inclusion in the lesson but emphasize the idea that their uniqueness and individuality is as essential to the lesson as the topic itself. Imagine instead the opposite, an exclusive and inaccessible learning environment where a student's uniqueness and individuality is treated as a negative hindrance that detracts from their ability to learn or participate in the classroom. It is not mere acceptance into a study abroad program that inclusive programming can accomplish but acceptance of the self. "Study Abroad as

⁹ AltText allows people who use screen readers (programs that speak electronic documents) to access pictures and images by attaching text to them. Quality AltText should be concise, relate content and function, and keep context in mind.

Self-Authorship” validates this in examining the study abroad experiences of twenty male African Americans community college students: “...me becoming self-reliant...more willing to make a decision on my own...helped my individual thought process...help you deal with self-image...opens up a door of possibilities for you...don’t limit yourself” (Zamani-Gallaher, Leon, & Lang, Study Abroad as Self-Authorship: Globalization and Reconceptualizing College and Career Readiness, 2016)

The learning gained from a lesson designed in a combined UDL and ELC framework brings along a wider lesson in that, the more diverse the learning environment, the stronger of an impact the lesson can have. The more that participants in an ELC environment bring their stories to the lesson, the more they are able to personally traverse Kolb’s cycle. It also offers more opportunities for their peers to reflect on themselves and the lesson. The more means of representation, action/expression, and engagement that are implemented in a UDL environment, the more participants are able to not just achieve the lesson but glimpse the same lesson from different points of view. Each unique identity in a combined UDL and ELC environment is a pillar of strength that supports and emphasizes the lesson.

It should be noted that there are other similar and related theories (Universal Design, Universal Design for Instruction, Universal Instructional Design) (Higbee & Goff, 2008). For example, Universal Design (UD) could (and should) be added into the mix with UDL and ELC as it deals with the same issues through a different lens (more infrastructurally) (National Disability Authority, 2014). UD and its seven principles strike upon the same essential points as UDL and ELC in that it aims to shift design away from the ‘average’ to the individual. The crucial lesson to take to heart from any of these, or similar theories, is that no matter a person’s identity they have a fundamental

right to the same level of education as any other identity. These theories' goal is to illustrate how to accomplish learning experiences where converging identities add to, rather than detract from, the experience. The attitudinal shift that these theories encourage begins with the realization that classroom experiences are, as of now, mostly constructed for certain identities. This robs underserved identities while remaining accessible to other identities closer to the "illusory average" (National Center on UDL, 2010d). The fundamental problem these theories point to is the plethora of identities left in the cold and labeled as problems simply because the curriculum was not designed to include them.

Rose's UDL and Kolb's ELC almost seem arranged to complement each other in that both are essentially working towards attitudinal shifts in how we perceive differences in learning environments. Because IOP combines the two as the main supporting theories it creates a distinctively accessible and equal learning environment, something that community college demographics demand. The minority populations represented at community colleges are those most absent from study abroad programs and a program with this chimeric design is a fitting way to turn this absence into an abundance. What the issue boils down to is this: people are different yet curriculums are designed as if everybody is the same. IOP approaches these differences as paths lighting the way to success instead of roadblocks. UDL and ELC can turn these problems into answers and make previously less accessible programs more inclusive of all community college students.

Goals and Objectives

IOP covers themes in identity, communication, and geopolitics. This course asks students to deepen their understanding of self-awareness, privilege, and empathy. The purpose is to increase participants' ability to relate, understand, and connect with others while stimulating an interest in universal accessibility.

Program Goals

- To introduce identity studies and develop mindfulness of the personal and unfamiliar identities.
- Facilitate a learning environment fashioned by both students and instructors which encourages reflection, communication, and growth.

Program Objectives

- Increase awareness of the impact of identity on perception, communication, and accessibility through group projects, site visits, community interaction, and personal reflection.
- Entice the participation of as diverse a participant population as possible so as to maximize the variety of experiences, identities, and interactions in the program.

Participant Goals

- To increase students' intercultural competency and "prepare students for their role in a global society" (WCCCSA, Info: WCCCSA, 2017b).
- Enhance participants' self-awareness, develop an understanding of cultural values and increase cross-cultural empathy.

Participant Objectives

- Critically examine identity, background, cultural self-awareness, and discuss the development of their subjectivity and positionality.
- Identify the importance of context and power within cultures and the challenges that arise in intercultural interactions.

Program Description

Accessibility is a term often used solely in reference to people with disabilities. To quote Mobility International USA's vision, an accessible program ensures "a just, accessible and inclusive community in which the human rights, citizenship, contribution and potential of people with disabilities are respected and celebrated" (MIUSA, 2017a). This program, however, uses accessibility in a more expansive and inclusive sense that aims to point out the large variety of reasons why a program could be inaccessible to certain identities. Examples follow.

The IOP program was designed to be a two-week program that takes place in Ireland because, as one WCCCSA representative said, "cost is the main challenge" (Representative, 2017). WCCCSA's semester-long programs cost more than three times that of the two-week Ireland program (WCCCSA, Programs: WCCCSA, 2017e). In addition to this, shorter programs fit more easily into the schedules of non-traditional students who may have additional responsibilities outside of campus-life like children or careers. Shorter-term programs are also more approachable for first-generation college students who may not have the same support systems, students who worry that it "may postpone their graduation" (Zhang, 2011, p. 191), and students of color "worried about going abroad" (Representative, 2017). It is also more allowing for people of certain

disabilities (for example, people with learning disabilities and people with AD/HD; Shames & Alden, 2005). This is not to say that only two-week programs are accessible but that programs should be designed around the potential participants which, in this case, makes a two-week program more permitting. A program that is identity orientated is more inclusive, accessible, and able to surmount perceived (and tangible) barriers so that participant diversity is as rich as possible.

Timeline

IOP's proposal will be submitted at WCCCSA's quarterly Winter meeting, October – December, 2017 to coordinators from each campus (Representative, 2017). Per WCCCSA practices, approval of IOP will be voted on during the next quarterly meeting, January – March, 2018. "Although the vote can pass with a majority, if the vote is not unanimous then it goes back into discussion," though most programs are decided before the vote (Representative, 2017). Once approved the WCCCSA chair will do a needs assessment as well as announce the open IOP faculty member position. The marketing plan will be prepared at this time and, once ready, it will be implemented. This is also when IOP will be announced to students. The budget will be completed by May 1, 2018; the IOP faculty member will be chosen by May 21, 2018. The WCCCSA chair and IOP faculty member will work to have the website, along with financial aid and scholarship information, ready and available by June 30, 2018, when students may begin to apply. Beginning in July, 2018 the IOP faculty member will create and distribute IOP flyers and brochures. July 1, 2018 will also mark the opening of the WCCCSA chair's search for the in-country driver and guide. Recruitment will begin once the IOP flyers and brochures are completed which, at the latest, will be August 1, 2018.

By December 1, 2018 the in-country driver and guide will be hired and all relevant persons will have completed first aid training and CPR certification.¹⁰ This is also the deadline for applications. On December 20, 2018, all participants will be notified of their acceptance into IOP and given pertinent information. The IOP faculty member will work with the WCCCSA chair and other WCCCSA representatives to host the IOP open house at Seattle Central College on January 22, 2019. The WCCCSA chair will ensure all participant documents, payments, and logistics are accounted for by February 3, 2019. There will be an orientation held at Seattle Central College on February 10, 2019, and a final pre-departure meeting on February 24, 2019. The IOP faculty member and participants will depart from Seattle on March 10, 2019, the program begins with lessons the following day. Mid-program evaluations will take place on March 17, 2019. IOP terminates on March 24, 2019, the IOP faculty member and participant flights return the following day. Participant's final projects are due Friday, March 29, 2019, their grades will be available by the start of Spring term, April 3, 2019. The summative evaluation will be presented at the second quarterly WCCCSA meeting, April – June, 2019. See Appendix A for a concise timeline. See Appendix B for the program calendar.

Curriculum

IOP is based off a pre-existing WCCCSA program that took place in Ireland, September, 2016, however, WCCCSA representatives have stated they would not reenlist this client a second time (Representative, 2017; WCCCSA, 2017). The original program already stressed Irish identity through “history, literature, Gaelic language, Irish songs”

¹⁰ This and other details left vague in the timeline will be expanded upon later in more relevant sections.

and the conflict in Northern Ireland, but IOP expands the coursework to be more reflective of UDL and ELC. This curriculum draws from an itinerary from the previous client, the Institute of Study Abroad Ireland, but focuses it with an identity-related lens that achieves the program goals and objectives, as well as the credit requirements¹¹ (Institute of Study Abroad Ireland, 2017).

IOP will introduce participants to what it means to be Irish, from the nation's ancient beginnings and up through its modern voices. The curriculum will give primacy to four topics while in Ireland: Catholicism and Protestantism, Northern and Southern Ireland, Immigration, and Historical Identities. Throughout these lessons participants will be required to focus on one personal identity as per the final project. Participants will also be required to take part in a group project while in Ireland. The participants' journal assignments are meant to support the final and group projects as well as encourage reflection. The cultural identity paper will be completed prior to departure so as to begin the participant's identity reflection process. There will be some mandatory and some optional readings for participants made available in multiple formats and with sufficient time. These are meant to assist participants with the cultural identity paper as well as prepare them for identity-reflection in general.

Course Assignments

Details on the following assignments may be found in Appendix C: Coursework.

Participation	20%
Cultural Identity Paper	15%
Journal	20%

¹¹ One credit is equal to 45 hours; the three IOP credits would satisfy a General Education diversity requirement in the State of Washington (University of Washington, 2017).

Group Presentation	25%
Final Project	20%
<u>Total</u>	<u>100%</u>

Applying ELC and UDL

A needs assessment of the program participants is required to properly meet everyone's needs but there are basic concepts which, if followed, should make the needs assessment more of a safety net than a primary mode of addressing needs. The eventual goal, when lessons, classes, or programs are designed, is to have accessibility incorporated as naturally as lessons include questions, classes include breaks, and programs include orientations. As stated earlier, it is a mental or attitudinal shift that needs to take place within curriculum design. A reappraisal of how and why some students are able to permeate the learning environment while others cannot. The following questions and responses illustrate what this reappraised thought process could look like. It does this by examining each of the course assignments through a multi-identity lens.

Participation

- I. Is the language being used exclusive of certain identities?
 - a. Vocabulary of a higher level can be difficult to comprehend for people for whom English as a second language (for example, native users of American Sign Language). This is a college course, so this is not to say that advanced English should not be used, but that the facilitator should be aware of the participative identities and words that may need to be defined or contextualized.
 - b. Relying too heavily on jargon specific to one identity, such as slang that only older or younger people would understand, could also be inappropriate. Additionally, it

should go without saying, but language should not be used if it excludes participants because it is assumptive, slanderous, discriminatory or prejudiced towards any identity.

II. Are there multiple forms of representation for each class material?

- a. Books, videos, PowerPoints, documents, etc. These examples can be useful for different learning styles as well as people with certain disabilities.
- b. Videos should have closed captioning, all electronic documents should have been checked for accessibility, and all paper materials should be available in electronic form at least twenty-four hours prior to their use.¹²

III. Do the lessons vary enough in their appeal to different learning styles?

- a. Starting every day with an icebreaker or a video can be instructive so long as the other learning styles are also accounted for. However, if every lesson begins with a video there could be participants missing out on the first part of each day's lesson because videos are challenging for them. However, if a video is shown one day and the following day's lesson begins with a document, interactive activity, discussion, or poster board, this would ensure that someone who has difficulty learning from videos would only have one challenging day instead of a string of them.

IV. Are the modes of transportation, destinations visited, and activities accessible for everyone?

- a. If a participant requires a wheelchair the buses must be accessible, buildings included in the itinerary must have wheelchair ramps, doorways and bathrooms

¹² This allows participants who require more time to access the lesson.

should be designed to accommodate a wheelchair, cobblestones streets should be avoided, and more.

- b. The program should not entail out of pocket spending on transportation, site visits, or activities that are more expensive and inaccessible for participant's with less financial means.
- c. Prospective and accepted participants should receive assistance with scholarships, grants, and other financial aid so as to minimize exclusory situations.

Cultural Identity Paper

- I. Is this assignment balanced by other course activities so that this mean of action and expression (and learning style) is not given preference over others?
 - a. The final assignment may also be completed as an essay but that assignment allows participants to choose another mean of action and expression such as a video, art project, speech, and more.
- II. The culture and/or history of particular participant identities could make this assignment unengaging and even traumatic, how does the program account for this?
 - a. A participant might not want to focus their racial or cultural identity and instead concentrate on another one of their identities such as gender, age, or socio-economic status. This assignment allows participants to choose their identity of focus so that, per UDL's multiple means of engagement, the assignment will garner their interest, sustain it, and provide options for "self-regulation" (National Center for UDL, 2017a).

Journal

- I. Are there alternate means than a traditional paper and pen journal?

- a. Some participants may not prefer, or be able, to write their journal in a notebook with pen and pencil. If a student requires a laptop, tablet, voice/video recorder for journaling then they also require power for this device (and perhaps a power adaptor). They might also need to bring this device on in-country trips so that they may journal – the program and facilitator should be prepared to accommodate this.
- II. This assignment and the cultural identity paper both ask the participant to reflect, will there be enough experiences to reflect upon and time to do so?
- a. Daily schedules should provide participants with ample experiences to reflect on which will increase the viability of these reflective assignments as well as the appeal to people who identify with ELC's 'Accommodating' learning style.
 - b. Time must also be properly facilitated for individuals who require additional time to reflect and process information.

In-country Research Project and Presentation

- I. This assignment requires research; are all participants able to conduct it?
- a. If a participant cannot afford a laptop the facilitator should provide other means to use the internet, or provide books and other research materials. Also, if a participant is not particularly adept at using the internet the program should be prepared to either assist the participant with this, or provide alternate means to research. Additionally, if internet will be a key aspect of the course, trainings, workshops, or resources should be made available prior to departure.
- II. This assignment requires working with others in a group, how is it accessible for people with mental health issues related to anxiety?

- a. The program and facilitator should work with participants on an individual basis and either, let this assignment be done alone (while reducing the workload for a single person), or work with the individual and group in minimizing stressors and triggers.

III. If there is a particular website that participants must use, is it accessible?

- a. For example, there could be a website related to Irish history that does not use proper headers¹³ and is consequently difficult to navigate. An extremely useful tool in evaluating the accessibility of websites is the [free tool \(wave.webaim.org\)](http://wave.webaim.org) offered by WebAIM (WebAIM, 2017b).
- b. In conjunction with this point, people who access electronic documents by using screen readers also require any HTML links to be provided properly. This can be done by providing context before the hyperlink and then providing the URL, as can be seen above. Also, it is best to remove unnecessary URL characters (the link above originally looked like this: <http://wave.webaim.org/>) as a person using a screen reader will hear every single one of those superfluous characters.

Final Project

- I. This project is purposely open-ended; does this make it less accessible for certain participants?
 - a. Some of the participants may be freshman or the first in their family to attend college. Completing a larger project like this with little direction could be especially challenging for them. These needs can be accommodated by providing supplemental direction for those who require it, providing examples of previous

¹³ This paper illustrates the opposite. Because each section and subsection is formatted as a 'header' (beginning with level one, then two, and so on), a person using a screen reader is able to navigate to this section without having every prior word explicated.

projects, or providing office hours when participants can work directly with the IOP faculty member.

- II. This paper is due after the participants return to the US and the responsibilities of their lives; is sufficient time given to complete the assignment?
- a. Some participants might have heavy demands outside of class (such as children or jobs) and be unable to complete the assignment in just one week.
 - b. It could also be that some students have a disability like Dyslexia which may require more time of them than other students. When possible it is advisable to use the Dyslexie font which was specifically designed to improve reading for people with dyslexia (Dyslexie Font, 2017a).¹⁴
 - c. Additionally, some participants could speak English as a second language and require more time than those who are native speakers.

Part of the learning that comes from a study abroad experience, and learning in general, stems from being pushed in new directions. Placating every students' wants and demands is not the goal and should not be confused with the attempt to guarantee the inclusion of all participants equally. This is not an easy line to draw but program

¹⁴ "People with dyslexia often swap, rotate and flip letters without noticing" (Dyslexie Font, 2017a), Dyslexie font provenly makes reading easier for more than 75% of those tested by designing each letter uniauely so that they do not bunch or crowd together (Dyslexie Font, 2017b). It is worth nothing that Dyslexie font is larger than most: this is single-spaced and in size 10 yet is still larger than the following fonts (which are two of the other most accessible fonts): Georgia in size 12, Arial in size 12 (WebAIM, 2017a). As with more advanced language, there may be times when less accessible means cannot be avoided however, Dyslexie font should be available if needed and used when possible.

designers and facilitators should try to approach each situation as if the student is not taking trying to take advantage and is coming from a place of legitimate concern.

Evaluation Plan

Formative Evaluation

The formative evaluation plan is folded into the curriculum. Each assignment will compare participants' progress to the program goals and objectives. The preliminary Cultural Identity paper will serve as a benchmark for each student which later assignments will be measured against. Halfway through the course, on Sunday, March 17, 2019, there will be a survey encapsulated within the participation grade that offers participants a chance to reflect on their personal progress, the group experience, and what feedback they have for IOP at this point in the program. Journals will be graded after returning to the US and will allow the IOP faculty member to look into each participants' personal growth and experience throughout the trip. The two closing assignments, the group presentation and final project, will give participants opportunities to demonstrate their learning, which the IOP faculty member will compare to the program goals and objectives.

The IOP faculty member will be in contact with the WCCCSA chair throughout the program via regular emails, and phone calls as needed. Once the surveys are completed the IOP faculty member will send the March 19 survey results, along with a personal reflection on the program to date, to the chair. The chair will review the surveys and IOP faculty member reflection before reaching out to the IOP faculty member and discussing the program objectives and goals, logistics, timeline, health and safety, curriculum, and other particulars that could be altered to meet participant needs

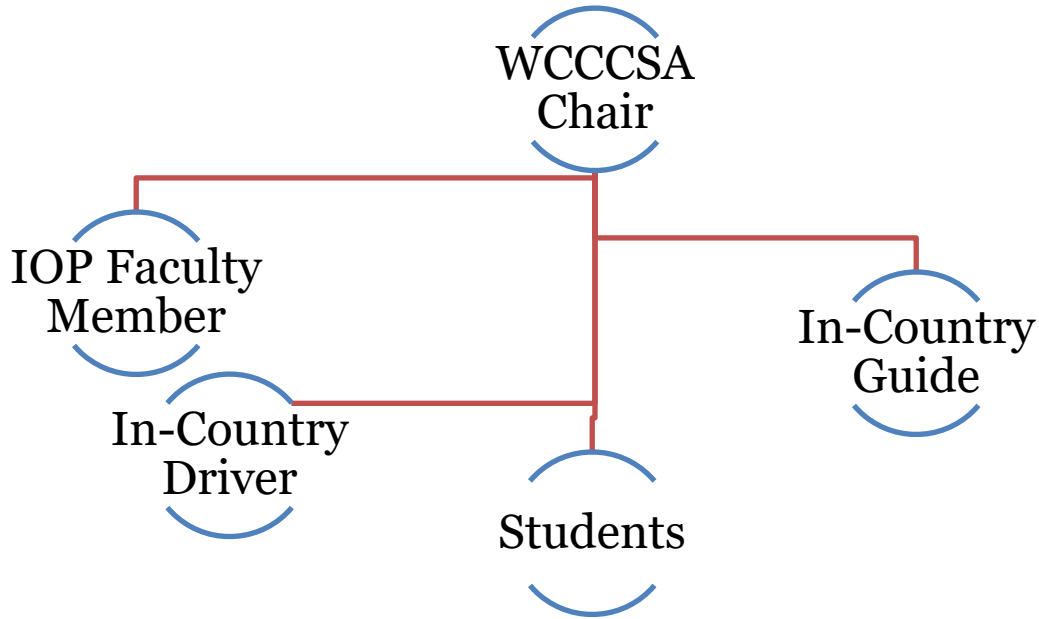
for the last week of IOP. The IOP faculty member is expected to complete a report at the end of IOP that evaluates the afore-mentioned variables and reflects on the last week of the program.

Summative Evaluation

The faculty member and chair will analyze and summarize the initial and secondary assessments from the Formative Evaluation. This information will be presented by the IOP faculty member at WCCCSA's quarterly Spring meeting (April – June, 2019) where representatives from each school will evaluate IOP's success. Sums of participant surveys, given by WCCCSA upon their return to the US, will also be evaluated at this meeting (Representative, 2017). Particular attention should be paid to IOP in comparison with WCCCSA's previous Ireland trip, the echoing of the goals and objectives within the participants, and how challenges arose and were dealt with during the experience.

Staff Plan

The chosen faculty member will work directly with the chair in executing IOP. Both the faculty member and the chair will be well-versed in the program material so that each is capable of handling crises and any other program-related incidents. There will also be in-country staff: a driver and a local guide. See Appendix ? for the staffing plan.



WCCCSA Chair

The chair is responsible for the majority of the program logistics once it has been approved. They will act as leader, public relations and outreach person, activities coordinator and primary contact between the Ireland staff and WCCCSA. The chair is also responsible for ensuring IOP is properly reviewed by WCCCSA representatives. The current chair is Corey Anthony, who works at WCCCSA’s Shoreline campus.

IOP Faculty Member

The role of faculty members in WCCCSA programs depends on the structure of the program, and the selection process can be a “highly competitive” (Representative, 2017). To be considered as the IOP faculty member applicants must hold a Master degree (or the equivalent of one) in Identity Studies, Sociology, Psychology, or a related field. They must also be willing to obtain basic first aid training and CPR certification, demonstrate the ability to facilitate evaluations and summarize the results in reports, undergo a background check (if their institution has not already done so), obtain a

doctor's note indicating health (physical and mental), be prepared to have at least three interviews with the chair, and they must currently be employed at a WCCCSA campus.

The IOP faculty member will, per WCCCSA norms, be responsible for all Marketing and Recruitment work and procedures (Representative, 2017). They will work directly with the chair in facilitating pre-departure events and orientations. They are also the party that holds primary responsibility for reporting the success of IOP to all relevant stakeholders. The faculty member will have their flight, board, and per diem meals paid by IOP but are responsible for all other expenses. They must be prepared to deliver the curriculum and facilitate an environment which is accessible for all identities. It is advised that this person attend an accessibility, or similar, workshop as soon as they are chosen, even if it is a review for them. Additionally, this person should be prepared to use their personal experiences and identities as examples in lessons. If possible, this position should be filled by a person representative of marginalized identities so as to create a more inclusive environment.

In-Country Guide

This position should be filled by a native Irish Masters student or PHD candidate who studies Irish history, culture, literature or a related field. This person must also possess or obtain first aid training and CPR certification. They will be hired, at the latest, two months prior to departure and compensated according to local and US standards for equivalent positions (whichever is higher).

Affability is not necessary but should be emphasized in candidates as they will not only need to fulfill the professional and logistical demands of this position but also assist students and faculty who may be abroad for the first time and require support.

The chair is responsible for selecting the prospective finalists and will work with the faculty member in interviewing these final candidates.

In-Country Driver

IOP will hire an Irish driver for the eight days of the program that necessitate transportation for the entire group. Preferred candidates will have experience driving tourists and people with disabilities, they will also have first aid training and be certified in CPR. Hiring will be done by the chair with appropriate background checks and interviews prior to arrival. They will be compensated according to local and US standards for equivalent positions (whichever is higher).

Marketing Plan

It is crucial that IOP successfully market towards diverse identities. This process can be assisted by emphasizing UDL and ELC in the employment of social media, accessible pamphlets and flyers¹⁵, and interactions with potential participants. The IOP webpage on WCCCSA's website will contain links to supportive information related to financial assistance, first-generation students, studying abroad as a minority, studying abroad with a disability, studying abroad and identifying as LGBTQ+, studying abroad as a non-traditional student, and more. The IOP webpage will also display an ADA statement as WCCCSA currently does not. These additions to the marketing plan, though they may seem minor, can go a long way in conveying the acceptance of all identities into a program. A student who is already on the fence about applying because of cost, credit and graduation worries, or never having traveled before, might look at the

¹⁵ This can be done by putting contact information in braille, by using high contrasts that are simpler to read, incorporating QR codes that link to accessible materials, or by using more basic vocabulary when possible.

webpage and see an article that calms their worries and convinces them to apply. An effective marketing plan should allow any identity to feel equally invited to the program.

The WCCCSA chair and IOP faculty member will both conduct informational meetings with key faculty and staff members across WCCCSA campuses that convey program details. This will allow these faculty and staff members to market IOP to students via personal communication. During these informational meetings and other interactions, the WCCCSA chair and IOP faculty member will arrange times to visit classrooms and talk to potential participants directly. IOP will also provide WCCCSA faculty and staff members with flyers and brochures to have available for interested students. Local WCCCSA representatives are expected to display IOP flyers (which will be sent to them by the IOP faculty member) around their respective campuses.

IOP will host an open house at the geographically central WCCCSA campus, Seattle Central College, that will serve as a question and answer session for students already enrolled, prospective student, their respective families, and interested faculty and WCCCSA representatives. The open house will feature refreshments and snacks and should encourage initial community building amongst the participants, the IOP faculty member, and the WCCCSA chair. If possible at this time, it would be prudent to have the in-country Irish staff introduce themselves through video-conference.

Recruitment Plan

Participants will be recruited through on-campus outreach, professional inter-office relationships, activities, and online resources like social media and the WCCCSA website. The IOP faculty member will be responsible for all social media updates and accounts (during this phase and throughout IOP), for example, Facebook, Twitter, and

Instagram. The social media pages will contain links to the webpage which will detail information on program logistics, program and participant goals and objectives, costs and how to alleviate these, important dates, and what participants should expect. Materials like brochures and flyers will also be made available on the webpage, and through email, in accessible electronic formats. In addition to this, WCCCSA representatives will be expected to have brochures (sent to them by the IOP faculty member) available for interested students; promoting IOP through local campus social media is also recommended.

The 18 WCCCSA campuses spread across the Puget Sound makes on-campus recruitment difficult for the one IOP faculty member which is why it will be emphasized by other means. The WCCCSA chair and IOP faculty member will reach out via phone, email, and (when possible) in person to WCCCSA campus disability offices, academic and health advisors, faculty directors, and student groups. This could be a demanding task which is why emails containing recruitment information should be sent in personalized batches. This should allow all WCCCSA campuses to recruit participants without exhausting the IOP faculty member. Disability offices should be made aware of the inclusivity of IOP and, if they wish, kindle student's interest in the program. Academic advisors should be able to convey how IOP satisfies a general education requirement and would not impact graduation plans. Health advisors should be contacted so that potential participants are aware the course focuses on identity and will involve discussions and activities that may push them to feel uncomfortable. Faculty directors should be introduced to IOP so that they can instruct their colleagues, who in turn, will be able to inform their students on program details. Student groups, especially those related to specific identities (for example, students who identify as LGBT+ or as a

person of color), should be asked to not only apply if interested but make their members aware of the program. Recruitment should aim for as diversity amongst participants.

Logistics

Flights

Flight costs are included in the program cost and will be arranged by the WCCCSA chair. Though participants are responsible for arranging transportation to the Seattle-Tacoma International Airport (SeaTac) on March 10, 2019 by 4 a.m., three hours before departure, the WCCCSA chair will work with participants who require assistance. The participants and IOP faculty member will travel together for the duration of the program and depart from Dublin on March 25, 2019 at 12:30 p.m. The WCCCSA chair will be available to assist students with disabilities in navigating the airport and ready to reach out to SeaTac if needed.

Insurance

Medical and travel insurance are covered through IOP and included in the program cost. The WCCCSA chair will work with participants who wish to use alternative means of insurance.

Visas and Travel Documents

It is the responsibility of the participant to show proof they have obtained a valid passport at least one month before departure. Application information will be provided during program informational sessions, on the webpage, and in private emails to participant's once they have been accepted. If additional support is needed, the WCCCSA chair will work with participants on an individual basis. Participants will not be required to obtain a student visa for entry into Ireland, though the WCCCSA chair

should pay attention to the European Parliament's recent call for the "reintroduction of visa requirements for American Citizens" and the effects of the United Kingdom's exit from the European Union (Kanter, 2017).

Housing

Participants and the IOP faculty member will stay in hotels throughout the program. The IOP faculty member will have their own room while participants will share rooms according to the gender they identify with – about four per room. Participants may elect to pay out of pocket for a private room but they must inform the WCCCSA chair of this as early as possible. Should participants require further accommodations they should likewise inform the WCCCSA chair as soon as possible. Participants will be given details on housing, their responsibilities, and alternative possibilities once they are accepted into IOP.

Meals

Prior to departure students are required to inform the WCCCSA chair of any and all special dietary restrictions so that the in-country Irish staff and IOP faculty member are prepared to accommodate these. All meals are covered by program costs and, when not provided, participants will be given ten Euros per meal. This will cover basic meals and make the program affordable while allowing participants to add to this amount if they wish. Sufficient time will be given throughout each day for meals and many of these will encourage Irish recipes.

Transportation

Transportation to and from SeaTac will not be provided though participants may contact the WCCCSA chair and elicit assistance if required. Most of the in-country travel

will rely on a private bus though there will be one in-country round flight. The bus and flight will be accessible for all participants. The cost of transportation is included in the program costs. During the second phase of IOP, in Dublin, participants will be introduced to Luas, Ireland's light rail system.

Space and Supplies

Participants are required to prepare the technology or materials for their preferred method of journaling. Students should be sure to obtain appropriate converters for their electronics based on information provided during the pre-departure orientation. Participants are encouraged to explore and complete group work in various local settings and will have internet access in hotels, coffee shops, and public libraries. All times and meeting spaces will be communicated to participants at least a day in advance. Because some days will involve a few hours of travel there will be times when the space on the bus is used to conduct lessons. Participants should also be prepared for classes in other informal settings such as site visits, cafes, and hotel lobbies. Participants will be advised on cellular phones during orientation.

Health and Safety Plan

IOP is committed to the physical, mental, and emotional safety of its students, faculty, and staff. The IOP faculty member will undergo first aid training and CPR certification (in-country staff will be hired based off these qualifications) so that they are able to respond appropriately in situations that could affect the health or safety of themselves, the participants, and others. Participants will be asked to provide personal health information after their acceptance into IOP. This includes past procedures, records of vaccinations, current prescriptions, specifics for chronic illnesses, allergies,

and any other condition that could affect the health and safety of themselves or anyone else during the program. Participants will be required to submit a doctor's note stating their medical health, a signed liability waiver, and emergency contact information. All information will remain confidential and used solely by the WCCCSA chair and IOP faculty member and then, only in a situation that demands it.

There will be a number of required meetings between the IOP faculty member and key WCCCSA faculty and staff: legal counsel, a representative of accessibility services, campus security, and diversity officer. Due to the widespread nature of WCCCSA campuses the IOP faculty member will most likely need to travel to accomplish this, it is recommended they work together with the WCCCSA chair to facilitate one day when the two can meet with all of the above-mentioned personnel, and any other significant, personnel. The IOP faculty member will receive a health and safety packet that includes copies of participant insurance, emergency contact information, and a copy of the ShoreLine Community College Emergency Response Plan (see below). The IOP faculty member will be required to document all significant incidents during the program in an in-country evaluation log which they will discuss with the WCCCSA chair, as needed, and cumulatively upon return to the United States. The WCCCSA chair will be responsible for monitoring the political status of Ireland and Europe during the program, contacting the IOP faculty member when necessary.

Participants will be provided a health and safety packet during the in-country orientation which includes: emergency numbers in Ireland, personalized emergency medical cards that they are required to carry at all times, and a list of local resources. Participants are expected to adhere to the drug, alcohol, and substance rules of their respective WCCCSA campus. In addition to this, ADA and Title IX will be enforced

throughout the program. Participants will be warned of the disciplinary actions that will result in the violation of these rules.

Crisis Management Plan

WCCCSA usually relies on partner organizations for crisis support so IOP's crisis management plan adapts the emergence response plan of its Shoreline campus, where the current chair resides (Representative, 2017). Like Shoreline's emergency response plan, IOP's scales responses based on whether the incident is a minor emergency, major emergency, or disaster (Shoreline Community College, 2017).

Minor Emergency

A minor emergency is one that does not seriously affect the overall operation of the program and should be handled by the IOP faculty member and in-country Irish staff (Shoreline Community College, 2017). Participants should notify either of the aforementioned parties who will determine the appropriate response and who to notify. If a situation is beyond the power of these two then the WCCCSA chair should be contacted. Examples include but are not limited to: minor injuries or illnesses, minor physical or mental health issues, hospital visits, or a personal issue that requires a student return to the US.

Major Emergency

A major emergency is an incident which could affect the overall operations of the program. In a major emergency, assistance from the WCCCSA chair and sources outside of IOP would almost certainly be required (Shoreline Community College, 2017). "The Incident Command System would be used to manage the emergency, and if necessary, the campus Emergency Operations Center would be activated" (Shoreline Community

College, 2017). Examples include but are not limited to: natural disasters such as floods or earthquakes that suspend program functions but do not require evacuation, a traffic collision that does not result in life-threatening injury, IOP faculty member and in-country Irish staff health issues that do not prohibit them from leaving medical care and continuing the program, theft and non-violent crimes, and political instability. The IOP faculty member must communicate all major emergency incidents with the WCCCSA chair who would then notify the Incident Command System.

Disaster

A disaster is an event, situation, or incident that seriously impacts the operation of the program as well as the host country. In the event of a disaster the same communication line will be used as in a major emergency. Though WCCCSA will provide support as able, it will need to reach out to the US and Irish governments for further aid. Examples include but are not limited to: faculty or participant death and natural disasters that require evacuation. In response to a disaster it is possible that all participants will return to the US immediately.

Budget

Total Program Costs	\$35,603
Total Cost Per Participant	\$2,374

	Cost Per Unit	Unit Type	Number of Units	Total Cost
Fixed/Direct Costs				
Salaries				
Faculty	\$0	Faculty * Days	14	\$0
Guide	\$151	Guide * Days Needed	10	\$1,510
Driver Pay	\$9	Participant + Faculty + Guide * Days with Bus (8)	136	\$1,224
Logistics				
Faculty Flights	\$712	Faculty	1	\$712
Faculty In-Country Flight	\$87	Faculty	1	\$87
Faculty Boarding	\$53	Faculty * Days	14	\$736
Bus Rental	\$35	Days with Bus (8)	8	\$278
Insurance	\$150	Faculty	1	\$150
Cell Phones	\$50	Faculty + Guide + Driver	3	\$150
Staff Food/Meals	\$11	Faculty + Guide + Driver * 3 Meals * Days	126	\$1,355
Other Direct Costs				
Site Visits and Tourism Activities	\$243	Days with Site Visits and Activities	11	\$2,670
Participant Supplies	\$5	Participants	15	\$75
Office Supplies	\$100	Trip	1	\$100
Printing/Copying	\$50	Trip	1	\$50
Total Fixed/Direct Costs				\$9,096
Variable/Participant Costs				
Credit Costs	\$101	Participants * Credits	45	\$4,545
Participant Health/Emergency Insurance	\$150	Participants	15	\$2,250
Participant Room @ Hotel	\$53	Participants * Days	45	\$2,367
Participant Meals	\$11	Participants * 3 Meals * Days	630	\$6,773
Participant Flights	\$712	Participants	15	\$10,683
Participant In-Country Flights	\$87	Participants	15	\$1,305
First and Final Meals	\$27	Participants + Faculty + Guide + Driver * 2	36	\$966
Incidentals	\$5	Participants + Faculty * Days	224	\$1,203
Total Variable/Participant Costs				\$25,547

Event	Cost Per Unit	Unit Type	Number of Units	Total Cost
Marketing				
Website and Social Media Development	\$500	Assistive Technology	1	\$500
Fliers	\$0.05	Single-Sided Color Print	500	\$25
Informational Brochures	\$0.10	Double-Sided Color Print	500	\$50
Braille Label Maker for Fliers + Brochures	\$25	Assistive Technology	1	\$25
Open House Refreshments	\$3	Participants * 3	45	\$135
Final Orientation				
Refreshments	\$5	Participants + two guests each	45	\$225
Total Pre-Departure Costs				\$960

Budget Notes

The IOP budget places cost per participant at \$2,374, which, though it is \$74 more than the original WCCCSA Ireland program, is cheaper as the original did not include airfare, lunches, or insurance (WCCCSA, 2017c). This is affordable and so long as a participant qualifies for the Pell Grant, Gilman Scholarship, WCCCSA Scholarship,

or other financial assistance, they should be able to cover the program costs.¹⁶ The budget is split into three sections: summary, direct and variable costs, and pre-departure.

The direct and variable costs entail the majority of the program costs. Many of these costs are based off simple internet searches and are meant to illustrate what an unnegotiated and liberal cost of the IOP program could be. The pre-departure costs covered by IOP amount to less than \$1, 000 and half of this is a cautionary fund for website and social media development.

The final budget implemented by the WCCCSA chair would update certain factors, like participant and faculty boarding and compensation for the in-country guide and driver. The site visit and tourism activities cost would fluctuate depending on participant choices, the numbers in the budget represent the ceiling cost for these visits and activities. The budget makes IOP affordable without minimizing the participants' Irish experience.

A key part of IOP's accessibility is the WCCCSA chair and IOP faculty member working with students in achieving financial assistance. This paper contends that most accessibility-related changes in curriculum design and facilitation are not financially demanding however, this is not always the case. There are scholarships, student loans, family support, savings and other means to accommodate specific participant needs. Overall though, the accessibility of IOP does not demand a higher program cost from participants.

¹⁶ These are the three scholarships mentioned by WCCCSA representatives and the WCCCSA website (Representative, 2017). The WCCCSA Scholarship awards \$1, 000 to two students each year.

Limitations and Implications for Future Research

This paper contended with a few limitations. As Willis points out, most study abroad “research to date has primarily centered on White, middleclass, female students at four-year institutions.” One way to remedy this is, as this paper has explained, to focus on community college study abroad programs. In addition to this, future research should also emphasize people who identify as LGBTQ+ in relation to community colleges and study abroad programs. Furthermore, this paper was limited in that WCCCSA related information came from a few representatives but not the chair, who I was unable to connect with for this information.

It would be interesting, with more resources and time, to see what a similar paper would illustrate if the focus was more encompassing. For example, if multiple community college consortiums were examined instead of a singular case study or if community colleges around the world were surveyed. As the paper and researched developed it was clear that the WCCCSA case study did not exemplify national disparities and that regional differences should direct the identity-focus of relevant institutions. For example, NCES data for the Southern California Foothills Consortium speaks closer to the national disparities but shows that the regional focus should be on students who identify as Latino (NCES, Search for Schools and Colleges, 2017c).

Conclusion

In the field of International Education, whose core ethos is essentially building “understanding and respect among different peoples” (NAFSA, 2017d), it is specious to facilitate programs which are not oriented around the participative identities. Whether a program is directed from a community college consortium in the Puget Sound, Southern

California, or a four-year university, the participants should dictate how the program is designed and implemented. No matter the identity of a person they should be allowed the opportunity to study abroad. It is not the responsibility of a person who attends community college for a two-year associate degree to ensure programs fit their schedules, it is not the responsibility of a person with a disability to coach institutions in accessibility, and it is not the responsibility of a person with financial struggles to develop accommodating programs. All these responsibilities belong to program designers and their respective institutions.

IOP illustrates that a program can be made more accessible to diverse and underserved higher education study abroad populations without incurring supplementary costs. By focusing design, curriculum, and facilitation to be more inclusive of all identities, an IOP can be transformative in harmonizing study abroad demographics with national and campus demographics. An IOP can also offer participants a chance for growth and reappraisals of their own diverse identities.

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Appendixes*Appendix A: Timeline*

October – December, 2017: Proposal submitted

January – March, 2017: Proposal approved

April, 2017: Faculty position announced; marketing plan prepared, needs assessment

May 1, 2018: Budget completed

May 21, 2018: Faculty member chosen

June 30, 2018: Students may apply; website launched; financial aid information ready

July, 2018: Brochures and flyers created and distributed

July 1, 2018: In-country guide and driver positions open

August 1, 2018: Recruitment begins

December 1, 2018: In-country guide and driver chosen, first aid and CPR completed

December 20, 2018: Participants notified of acceptance

January 22, 2019: Open house

February 3, 2019: Logistics completed

February 10, 2019: Orientation

February 24, 2019: Pre-departure meeting

March 10, 2019: Departure day

March 17, 2019: Mid-program evaluations

March 24, 2019: Return day

March 29, 2019: Final projects due and completion of the IOP program

April – June, 2019: IOP summative evaluation presented at quarterly meeting

Appendix B: Program Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<u>March 10, 2019</u>	<u>March 11, 2019</u>	<u>March 12, 2019</u>	<u>March 13, 2019</u>	<u>March 14, 2019</u>	<u>March 15, 2019</u>	<u>March 16, 2019</u>
Travel	First Day	Historic Identities	Participant Choice	Immigration	Belfast	St. Patrick's Day
Flight departs at 7 am from SeaTac airport	Flight lands in Dublin at 5 am. Newgrange and Boyne Valley. Check-in then dinner in Bundoran.	Visits to O'Donnell Castle and village, Glencolmeille, and the Sliabh Liag cliffs. Irish music night.	Irish brunch with lesson and reflection on identity. Participant choice.	Irish famine with visits to Ballyshannon Workhouse, Port Na Marbh, and famine graveyard. Lesson on North/South Ireland.	Visit to Belfast for sites relates to North/South and Protestant/Catholic.	Bundoran St. Patrick's Day Parade.
<u>March 17, 2019</u>	<u>March 18, 2019</u>	<u>March 19, 2019</u>	<u>March 20, 2019</u>	<u>March 21, 2019</u>	<u>March 22, 2019</u>	<u>March 23, 2019</u>
Participant Choice	Historic Identities	Dublin	Kilarney	Dublin	Dublin	Sports Game
Church services available.	Visit to Yeats Country (Drumcliffe, Glencar, Lake Isle of Innisfree, Parkes' Castle). Gaelic and Irish sports.	Travel to and settle in Dublin. Mid-program evaluation. Brief tour of Dublin, free time (group work).	Fly to Kilarney for tour of the national park.	Kilmainham Gaol, Glaserin Cemetery, and Little Museum of Dublin. Free time (group project) and more Dublin tours.	Same as yesterday, depends on participant wants.	Irish Football or Hurling game. Free time (group project). Could be next day instead, depends on schedule of games.
<u>March 24, 2019</u>	<u>March 25, 2017</u>	<u>March 26, 2017</u>	<u>March 27, 2017</u>	<u>March 28, 2017</u>	<u>March 29, 2017</u>	<u>March 30, 2017</u>
Final Day	Travel				Final Project Due	
Church services available. Group presentations.	Flight leaves at 12:30 pm.				End of program.	

Days labeled 'Participant Choice' allow students to choose from a list of activities and site visits, examples follow: Irish pub with traditional songs, live Irish music, high ropes course at Donegal Adventure Centre, field trip to Cavan Burren, Belleek Pottery Factory, and a tour of the murals at Bogside. The IOP faculty member is expected to rely on personal discretion and participant wants for these days and activities.

*Appendix C: Course Assignments**Participation (20%):*

Students are required to arrive on time and participate in all meetings and activities. Your attendance, active participation, and contribution to groupwork will be factored into final grades. You should be prepared to discuss your personal and professional reflections on in-country experiences and connect those experiences to course readings and discussions. You are also expected to be respectful, professional, and courteous to fellow classmates and the communities visited. You will receive a participation report midway through the program so you have an indication of your projected participation grade. Part of this midway participation report involves you filling out an evaluation survey of the course and your own learning and participation.

Cultural Identity Paper (15%):

This paper will be completed before leaving and based on readings that allow students to reflect on their personal cultural identities before they experience Ireland. This will not only prepare participants for the experience but ties directly to the Final Project as well as the overall theme of identity.

This assignment provides an opportunity for you to reflect upon and apply the concepts discussed in the pre-course readings. Write a personal narrative about the impact of your multiple identities (cultural/ethnic/religious/socioeconomic/gender/+ background). Your narrative should also include your personal and professional knowledge, value, attitudes and behaviors about yourself and others of different backgrounds. Provide concrete examples and invoke relevant readings to support your observations. Three to five references are required.

You are not required nor expected to reveal more than you are comfortable revealing. It is fine if one area is much longer than your response to another, only the instructor will read your paper. The paper should be 3-4 pages.

Journal (20%):

You will keep a journal (written, audio, pictorial, video or another medium), starting the first time we gather for pre-departure classes and continuing through the experiences in Ireland. Journals will be turned in at the debrief session when we return. The exact length and size of the journal vary from student to student, so long as you follow instructions and make a habit of journaling you should satisfy the requirements. The following themes should be addressed in your journal:

Before Departure:

- Reflections on your experiences getting to know others in the program
- Reflections on your academic and personal preparations for going to Ireland
- Reflections on your cultural expectations from Ireland

While in Ireland:

- Reflections on identity and how it is tied to the Irish national identity
- Your interpretation of what it means to be Irish
- The benefits, promises, pitfalls, and challenges of cross-cultural communication and an inclusive dialogue - especially in relation to the health field
- Your personal, emotional and sensory experiences each day
- Reflections on your initial cultural expectations - did your perspective change? If so, why and how? Why not?

In-country Research Project and Presentation (25%):

You will be placed in one of four groups. Each group will be centered around a different theme within Ireland which incorporates separate and relevant site visits and research. The four themes follow: immigrant identity, religious identity, national identity, and historical identity. Elections for the four different groups will happen midway through the course.

Students will be allotted the proper time to do independent research before and after these visits to as per UDL and ELC. After the visits, students will be given enough time to continue research and prepare a ten-minute individual or group presentation which will take place prior to returning to the US.

The grading will evaluate the research the students have done as well as the quality of the presentation. This is a group project so the grade will be collective for each member of the four separate groups. This project will allow students to focus on their group and cross-cultural communication skills.

Final Project (20%):

The final project will be self-directed learning in which the student emphasizes the aspects of the course that most appealed to them.

As this project is independent and open to students' tastes there is purposely little direction, given though the student must demonstrate quality work that demanded proper effort and thought. These projects can be done as a group project if the students receive approval from the instructor.

The final due date for this project is the Friday of the week IOP terminates.

The criteria follows:

- Project demonstrates reflection on the part of the student and ties their pre-departure cultural identity paper to their experiences in Ireland
- Project incorporates experiences from Ireland
- Project emphasizes identity

Some ideas to get you thinking about possible final projects: an essay, a video, a presentation, a play, a structured activity, a song, etc.

You are required to communicate your final project plan with the instructor prior to beginning the work.